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AUTHOR MacIntyre, P. D.; Gardner, R. C.
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ABSTRACT

Presented is a bibliography on anxiety and second language learning consisting of three sections. The first contains 34 annotated citations of articles and research reports on anxiety and second language learning and proficiency. The second lists and outlines 29 scales or other measures of anxiety, some of which specifically relate to language. In this section, the citations present the basic content of the instruments. The third section contains 16 citations of articles or manuals on measuring anxiety. Some citations are annotated. (MSE)

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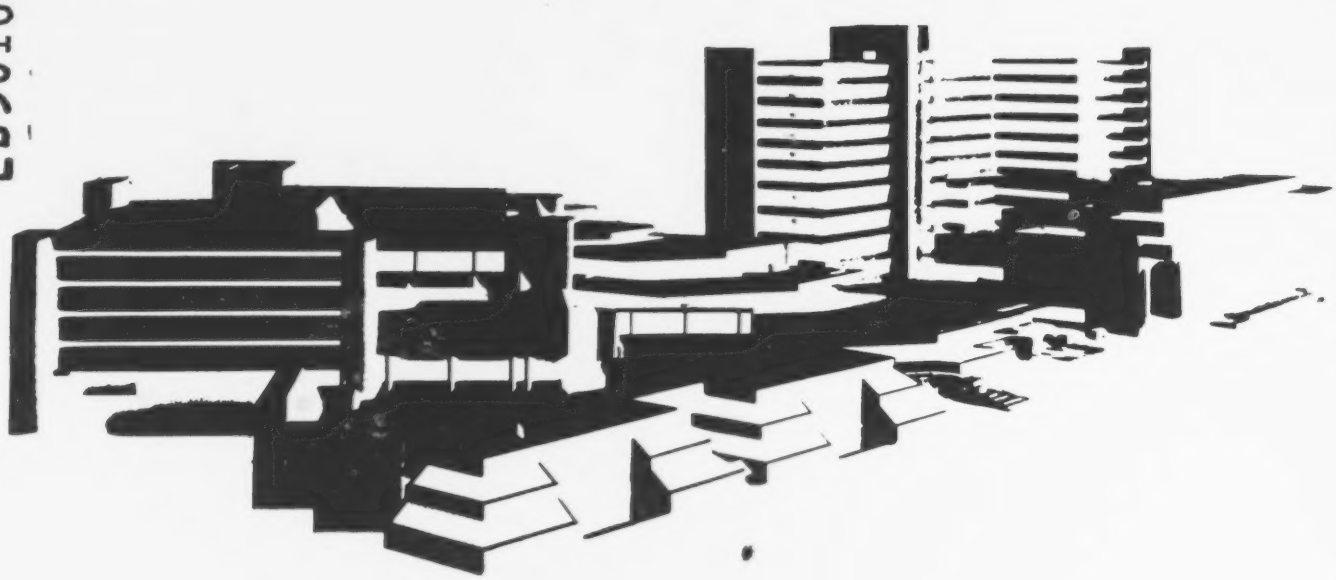

The Measurement of Anxiety and Applications to Second Language Learning: An Annotated Bibliography

P. D. MacIntyre & R. C. Gardner

Research Bulletin No. 672 August, 1988

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DEPARTMENT OF PSYCHOLOGY
THE UNIVERSITY OF WESTERN ONTARIO LONDON, CANADA

The Measurement of Anxiety and Applications to Second Language Learning: An Annotated Bibliography[1]

P. D. MacIntyre & R. C. Gardner

University of Western Ontario

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We would like to thank V. Galbraith for her assistance.

There is a developing interest in the concept of anxiety as it relates to second language learning. The purpose of this bibliography is to bring together, in one document, a number of references that investigate the relationship of anxiety to achievement in a second language. Section II reproduces several instruments of anxiety that have been or might be used in this area.

For some of the articles in Section I, the major purpose was not the investigation of anxiety, but data contained in them is relevant. Where the concept of anxiety was not mentioned in the author-prepared abstract or such an abstract was not available, the authors of the present bibliography wrote another abstract focussing directly on anxiety. These are preceded by a single-asterisk (*) notation. Where the author abstract is reproduced, no special character identification is used. Occasionally, the abstract is not as informative about anxiety as selected sections within the article. In these cases an editor's note will indicate that a portion of the article has been used in place of an abstract.

Some researchers investigate a concept of self-confidence which involves, sometimes with other variables, a combination of language anxiety measures and self-ratings of proficiency. Those articles are also included in this bibliography, although sometimes the abstracts refer to self-confidence rather than anxiety. If abstracts were prepared especially for this bibliography, the preceding set of rules apply.

Articles in Section II are concerned with measures of anxiety. Mostly they do not deal with second language learning, but they are included here because of their potential relevance to this area. In this bibliography, there are two classes of such articles. The first presents items used to assess anxiety and related concepts, and for these, this bibliography presents the actual items and some indication of the response format. It is quite probable that the article in question presents information relevant to the reliability and validity of the scale concerned, but it was decided against including that material here. Several personality assessment instruments contain anxiety as a sub-scale but this type of scale is not included among these references.

The third section contains selected references to articles in which a scale is described but no items are given. As well, this section contains references to some of the manuals for the major anxiety inventories.

The material is presented under the following three categories:

(a) Anxiety and Second Language Learning/Proficiency
(b) Scales for the Assessment of Anxiety
(c) Manuals/Articles on Measuring Anxiety.

SECTION 1
ANXIETY AND SECOND LANGUAGE LEARNING/PROFICIENCY

Backman, N. (1976). Two measures of affective factors as they relate to progress in adult second-language learning. Working Papers on Bilingualism, 10, 100-122.

The attitude and motivation of twenty-one Venezuelan students learning English at Boston University was assessed using two means: a controlled interview and a bilingual adaptation of the Gardner et al. 1974 Attitude Scales. Neither measured showed statistically significant correlations between positive attitude or strong motivation and progress in second-language learning over a three or six month period. However, interview scores for motivation and culture shock differentiated between the two best and two worst students, suggesting that further exploration of the interview technique would be of value in the assessment of affective factors.

Bailey, K. M. (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. In H. W. Seliger & M. H. Long, Classroom oriented research in second language acquisition. Rowley, Mass.: Newbury House.

* This chapter begins with a discussion of some of the problems in researching affect in general and anxiety in particular. The author notes that a response to some of the difficulties of personal report and related measures has been the use of intensive personal journals. "The diary studies are first-person case studies: The researcher becomes the language learner in question." The technique is demonstrated by an analysis of the author's own diary from a French course, along with diaries kept by other students. These records are used to describe several affective factors involved in second language learning. The seven themes compiled include: (1) Overt self- comparisons, (2) Emotive responses to such comparisons, (3) A desire to out-do others in class, (4) Emphasis on or concern with tests and grades, (5) A desire to gain the teacher's approval, (6) Anxiety experienced during the language lesson, and (7) Withdrawal from the language-learning experience.

While the diary studies function well as hypothesis-generating tools, they are not useful in hypothesis testing, in the usual sense. One advantage of diary studies would be as a first step in defining and researching relevant affective variables. Other advantages are the developmental nature of the diary, that the diversity and idiosyncratic nature of the language acquisition process can be reflected in the diary, and the possible therapeutic qualities of expressing one's self.

Brown, H. D. (1973). Affective variables in second language acquisition. Language Learning, 23, 231-244.

Affective variables have not been adequately investigated in the study of second language acquisition. Imitation, egoism, and inhibition are three egocentric factors which have been treated only lightly in previous research. Three social variables, empathy, introversion/extroversion, and aggression, may be keys to understanding the social nature of second language learning. And the merging of cognition and affect in "cognitive styles," which vary within and among individuals, might account for varying degrees of success in learning a second language. Widespread inter-disciplinary research in the

affective domain of the psychology of language acquisition could lead to the construction of a comprehensive theory of second language acquisition as well as more effective approaches to language teaching.

Chapelle, C., & Jamieson, J. (1986). Computer-assisted language learning as a predictor of success in acquiring English as a second language. TESOL Quarterly, 20, 27-46.

* Computer assisted language learning (CALL) programs have been used for several years now. This study shows that learner variables can mediate the effectiveness of such programs. The variable showing the strongest association with time spent and attitude toward using the CALL system was Field Independence. The authors report that anxiety does not show a significant relationship to the two CALL variables, however, anxiety and Field Independence are significantly correlated (-.40). Anxiety also is reported to be correlated with final TEFOL scores (r = -.30) but not with a speaking test. Anxiety was not a significant entry in the regression equations reported.

Chastain, K. (1975). Affective and ability factors in second language acquisition. Language Learning, 25, 153-161.

Although past research studies have failed to yield consistently positive correlations between motivation and achievement in second-language classes, teacher experience clearly indicates that student attitudes and opinions do have a decided effect on learning. The question confronting both teachers and researchers is what student affective characteristics influence learning and what influence each has. The purpose of this study was to examine the effect of three affective student characteristics, in comparison with selected student ability characteristics, on course grade in elementary language courses. In this study there were as many positive correlations between the affective characteristics and course grade as there were between ability factors and course grade. The implication was that affective characteristics have at least as much influence on learning as do ability factors.

Clément, R. (1987). Second language proficiency and acculturation: An investigation of the effects of language status and individual characteristics. Journal of Language and Social Psychology, 5, 271-290.

The present study investigates the relationship between language status and individual differences in attitudes and motivation as they relate to proficiency and acculturation in a second language. All respondents were Francophone university students with either a minority (n=110) or a majority background (n=183). They were requested to fill out a questionnaire including measures of ethnolinguistic vitality, attitudes and motivation as well as to participate in an interview aimed at assessing their oral proficiency in English as a second language. Analyses of the data show that minority group members evidence more self-confidence in their ability to use the second language and greater proficiency in the second language than majority group members. Level of acculturation was a function of proficiency in the second language and an interactive function of language status and frequency of contact. Correlational analyses revealed that proficiency and acculturation were most strongly associated with self-confidence. Attitudes

and motivation neither had an important influence on language outcome nor were they influenced by language status. These results are discussed for their theoretical implications and with reference to second language education programmes.

Clément, R., Gardner, R. C., & Smythe, P. C. (1977). Motivational variables in second language acquisition: A study of francophones learning English. Canadian Journal of Behavioural Science, 9, 123-133.

The present study was conducted to assess the motivational characteristics of francophones learning English as a second language. A total of 304 grade 10 and 11 Montreal francophone students responded to a number of attitude and motivation scales. The correlations among these scales were factor analyzed together with indices of intelligence, and achievement in French, Mathematics, and English. The results tend to support the generalization that an individual's motivation to learn a second language is dependent upon favourable attitudes towards the second language community (i.e., an integrative motive). However, while the individual's intention to continue studying English is related to an integrative motive, his actual competence in the second language seems to be more closely related to a dimension of motivation which is best described as self-confidence derived from prior experience with the language.

(Editor's Note: The authors report that self-confidence with English can be inferred from the negative loadings of anxiety scales on a factor related to French proficiency. The similarity of these results to those obtained using students of French is also noted.)

Clément, R., Gardner, R. C., & Smythe, P. C. (1980). Social and individual factors in second language acquisition. Canadian Journal of Behavioural Science, 12, 293-302.

This study was conducted to investigate the effects of social factors on motivational aspects of second language acquisition. Indices of attitude, anxiety, motivation, personal contact with anglophones, fear of assimilation, intelligence, and achievement were obtained from 223 grade 11 francophone students from Montreal. Results of a factor analysis of the data suggested that self-confidence with English develops through the individual's opportunity for contact with members of the second language community. Furthermore, fear of assimilation was found to be negatively related to the Integrative Motive factor. A possible dynamic relationship between the integrative motive and self-confidence is suggested, and the implications of the influence of threat to ethnic identity are discussed.

Clément, R., & Kruidenier, B. G. (1985). Aptitude, attitude and motivation in second language proficiency: A test of Clément's model. Journal of Language and Social Psychology, 4, 21-37.

This research was conducted in order to test aspects of Clément's (1978, 1980) model of second language proficiency through the use of a causal modelling technique. The results obtained support the adequacy of the hypothesized causal relationships and definitions of constructs proposed by Clément: (a) integrativeness was found to be inversely related to fear of assimilation; (b) integrativeness and fear of assimilation were shown to have

opposite effects on the secondary motivational process; (c) evidence of the existence of the secondary motivational process itself, the causal sequence of contact and self-confidence, was provided; (d) the secondary motivational process was shown to mediate the effect of the primary motivational process on motivation; (e) finally, language use anxiety and self-evaluation of second language proficiency clustered together in defining the latent construct self-confidence, supporting the definition of the concept proposed in Clement's model. These results were shown to be applicable to three different age groups, supporting the generality of the proposed causal sequence, definitions of constructs, and magnitudes of relationships pertaining to both structural and measurement models.

(Editor's Note: This is the first paragraph of the discussion which provides more detail than the abstract.)

Clément, R., Major, L. J., Gardner, R. C., & Smythe, P. C. (1977). Attitudes and motivation in second language acquisition: An investigation of Ontario francophones. Working Papers on Bilingualism, 12, 1-20.

The purpose of this study was to evaluate the reliability of a motivational/attitudinal questionnaire developed for use with francophone students, and to assess the relation of attitudes and motivation to achievement in English. A secondary aim was to evaluate the relation of the context of second language acquisition to attitudes and achievement. The subjects in this study were 130 grade seven and eight students who were learning English as a second language. The results demonstrate that in general the attitudinal and motivational scales are reliable, that attitudes, anxiety and motivation are related to achievement in the second language and that context of English acquisition has an effect on verbal English achievement but not on attitudes.

d'Anglejan, A., & Renaud, C. (1985). Learner characteristics and second language acquisition: A multivariate study of adult immigrants and some thoughts on methodology. Language Learning, 35, 1-19.

This study examined the relationship between learner characteristics and achievement in French as a second language in a sample of 391 adult immigrants completing a 900-hour course of classroom instruction in Montreal. A multivariate analysis of variance was used to assess the relative contribution of nine learner variables to individual differences in performance on an FSL achievement test. Teachers' evaluations of subjects as "good learners" or "poor learners" served as the dependent variable in a multivariate ANOVA comparing the two groups. Results of the various analyses indicated that subjects who have more schooling, a higher degree of nonverbal reasoning ability, make greater use of French outside the classroom, are more competent in English, and display a greater degree of field independence are more likely to benefit from formal language instruction. Higher levels of illiteracy and classroom anxiety, coupled with greater age, were related to learning difficulties. The paper underlines the importance of multivariate data analysis techniques and proposes the use of graphical data analysis techniques for researchers exploring multivariate data sets with small groups of subjects.

Desrochers, A., & Gardner, R. C. (1981). Second language acquisition: An investigation of a bicultural excursion experience. Quebec: International Centre for Research on Bilingualism.

The purpose of this study was to examine some correlates and consequences of a four-day trip to a French speaking community by grade eight English Canadian students. The major findings are that: (1) Parents of the participants in comparison with those of the non-participants express more favourable attitudes toward their children having contact with French Canadians, and toward learning French, and are less well educated; (2) No relationship was found between the parents' language-related attitudes and their childrens' attitudes/motivation to learn French and their French proficiency; and (3) Students who have more interaction with French Canadians, as assessed by either self report or peer judgments, return from bicultural excursions with more favourable attitudes toward the community and the language, less anxiety when using the language, and more intention to speak it than non-participants.

Ely, C. M. (1986). An analysis of discomfort, risktaking, sociability, and motivation in the L2 classroom. Language Learning, 36, 1-25.

* This study employed several scales developed by the author to assess Language Class Discomfort (anxiety), Language Class Risktaking and Language Class Sociability. The subjects were first year university students taking Spanish. The results pertaining to anxiety show that it influences classroom participation which, in turn, relates to proficiency. The author concludes "...The fact that a negative causal relationship was found between Language Class Discomfort and Language Class Risktaking suggests that simply exhorting students to take more risks and participate more may not be effective. Apparently, before some students can be expected to take linguistic risks, they must be made to feel more psychologically comfortable and safe in their learning environment. To this end, classroom teachers may wish to devise and test the relative effectiveness of various strategies for lessening Language Class Discomfort. As students come to feel more secure, they can then be encouraged to assume a more active role in the classroom."

Gardner, R. C. (1985). Social psychology and second language learning: The role of attitudes and motivation. London: Edward Arnold.

* A brief section (pp. 33-35) is devoted to anxiety research wherein the seemingly inconsistent relationship of anxiety to language proficiency is noted. The author goes on to comment on the theoretical perspective from which anxiety has been researched. It is suggested that generalized, trait anxiety may be less important in language learning than is a more specifically defined construct, such as French Use Anxiety.

Gardner, R. C., Lalonde, R. N., Moorcroft, R., & Evers, F. T. (1987). Second language attrition: The role of motivation and use. Journal of Language and Social Psychology, 6, 29-47.

In this study, the Attitude/Motivation Test Battery was administered to high school students. Subjects were tested in the final weeks of grade twelve and retested in the first weeks of grade thirteen. Four proficiency measures were given: Word Production, Theme Test, Listening Comprehension,

and the Can-do Tests (a self rating of what the respondent can or cannot do in the foreign language). Significant correlations were found between the French Class Anxiety Scale and all eight of the proficiency tests (median r = -.44, all p's < .01). These correlations also showed high stability from the first testing to the second.

Gardner, R. C., Moorcroft, R., & MacIntyre, P. D. (1987). The role of anxiety in second language performance of language dropouts. Research Bulletin No. 657, Department of Psychology, University of Western Ontario.

This study was concerned with the relation between various indices of anxiety and skill in speaking French by individuals who were no longer studying French. It was not concerned with the role of anxiety in learning French. Nonetheless, since it indicated the very real role that context relevant (e.g., French class) anxiety, as distinct from general or situationally aroused anxiety, plays in second language behaviour, the findings are applicable to the second language learning context. It would seem that fears students develop about the interpersonal use of that language can possibly act to inhibit their performance. Although they might be able to deal with their anxiety in the immediate situation and cope with the task at hand, the general expectations they have relevant to the context of actually using the language can operate to interfere with their production, providing there are few opportunities for them to use strategies that would compensate for the anxiety.

(Editor's note: This is the concluding paragraph.)

Gardner, R. C., Smythe, P. C., & Brunet, G. R. (1977). Intensive second language study: Effects on attitudes, motivation, and French achievement. Language Learning, 27, 243-261.

* Sixty-two students enrolled in an intensive, five week summer school program (grades 9 to 12) were administered several measures of attitude and motivation including French Class Anxiety. These measures were given during the first and last week of the program. Beginner, intermediate, and advanced groupings of students were formed. It was found that beginners were the most anxious while the advanced students were the least anxious ($p < .01$). It was also reported that all three groups of students were less anxious in French classrooms at the end of the course ($p < .01$).

Gardner, R. C., Smythe, P. C., Clément, R., & Gliksman, L. (1976). Second-language learning: A social psychological perspective. Canadian Modern Language Review, 32, 198-213.

* The authors administered the Attitude/Motivation Test Battery to over 1000 students in each of grades seven through eleven in seven different geographic locations of Canada. These authors report that French Class anxiety seems to exert a more dominant influence on proficiency as the students progress. For the students in grades seven to ten, the correlations of anxiety and proficiency were in the range of -.13 to -.34, with a median of -.27. As the grade levels increase, the relationship between anxiety and performance seems to become stronger. In fact, the highest single correlation for the grade eleven classes was the coefficient of anxiety with

speech proficiency (r = -.43). Gardner et al. maintain that, when combined with aptitude and motivation, anxiety represents a significant basis of prediction in grade eleven. It should also be noted that anxiety correlated best with a measure of oral production, speech skills.

Gardner, R. C., Smythe, P. C., & Lalonde, R. N. (1984). The nature and replicability of factors in second language acquisition. Research Bulletin No. 605, Department of Psychology, University of Western Ontario, London, Ontario.

* This study reports favourably on the ability to replicate the relationship between foreign language anxiety and proficiency. This research was conducted for grades seven through eleven in seven different regions of Canada. The authors conclude that, when the opportunity to use the language is present, anxiety is negatively correlated with performance.

Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a Foreign Language Anxiety Scale. TESOL Quarterly, 20, 559-562.

* This brief report presents some evidence for the validity and reliability of the Foreign Language Classroom Anxiety Scale. Reliability coefficients, Cronbach's alpha and test-retest are presented. Construct validity is assessed by correlations of the FLCAS with four other anxiety scales as well as language class grades. The correlations of the FLCAS indicate that higher scores are associated with lower grades and that foreign language anxiety can be discriminated from related anxiety constructs.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. The Modern Language Journal, 70, 125-132.

* This study examines some of the empirical and clinical research associated with foreign language anxiety. Such anxiety is assumed to be related to communication apprehension, test anxiety, and fear of negative social evaluation. A thirty-three item scale (The Foreign Language Classroom Anxiety Scale) is presented along with pilot data for the scale. Some of the pedagogical implications of this anxiety as well as options available to teachers of foreign languages are also discussed. The conclusion is reached that the study of the topic is still in its infancy.

Kleinmann, H. H. (1977). Avoidance behavior in adult second language acquisition. Language Learning, 27, 93-107.

A study was designed to ascertain whether syntactic avoidance behavior could be demonstrated for two groups of ESL learners -- native speakers of Arabic and native speakers of Spanish and Portuguese -- in accordance with contrastive analysis (CA) difficulty predictions. The study also investigated the predictability of learners' avoiding the use of various structures. Subjects participated in tasks designed to elicit passive, present progressive, infinitive complement, and direct object pronoun structures. An avoidance pattern was found, in accordance with CA difficulty predictions, which could not be attributed to differences between the groups' comprehension of the target structures. Furthermore, when the frequency of use of the target structures was correlated with various affective measures,

the following pattern emerged: for those structures which a particular group avoided, several of the affective variables correlated with use in the predicted direction; for those structures which a particular group did not avoid, the affective variables did not correlate significantly with use. The findings suggest that while CA is a fairly good predictor of avoidance there is an intersection of linguistic and psychological variables in determining learner behavior in a second language in that structures which otherwise would be avoided are likely to be produced depending on the affective state of the learner.

Labrie, N., & Clément, R. (1986). Ethnolinguistic vitality, self-confidence and second language proficiency: An investigation. Journal of Multilingual and Multicultural Development, 7, 269-282.

Past studies of the social-psychological factors involved in second language acquisition have primarily been focussed on individual determinants of second language competence. Recent theoretical attempts at integrating contextual or environmental determinants have underlined the possible role of ethnolinguistic vitality. The present study was conducted to assess the influence of ethnolinguistic vitality on different constructs of Clement's model of second language usage. The subjects were 95 grade nine Francophone students living in a bicultural milieu. They responded to a battery of tests which included scales of ethnolinguistic vitality, attitudes, motivation, self-confidence as well as indices of second language competence and usage. Analyses of the data show that contact with Anglophones and self-confidence with English as a second language are related to motivation and motivation is related to linguistic and non-linguistic aspects of second language competence. Hypotheses related to relationships between ethnolinguistic vitality and attitudes were, however, not supported. These results are discussed with respect to the importance of ethnolinguistic vitality as a determinant of second language proficiency within the context of current models of second language competence.

Lalonde, R. N., & Gardner, R. C. (1984). Investigating a causal model of second language acquisition: Where does personality fit? Canadian Journal of Behavioural Science, 16, 224-237.

* This study investigated the role of personality in the language acquisition process. A second purpose was to test Gardner's socio-educational model in order to determine the potential role to be played by personality variables. Two types of anxiety were included in this investigation, an anxious personality trait and a situational anxiety (French Class Anxiety). The trait anxiety scale was not correlated with achievement, self perceptions of proficiency, aptitude, integrativeness, motivation, or attitudes toward the learning situation. Situational (French Class) anxiety, however, was placed within the structural model and its role was described as follows: "...both motivation and situational anxiety were mediated by self confidence in French in their relationship with French achievement. The present data therefore suggest that motivation and situational anxiety determine the way students feel about their level of proficiency, and this confidence influences French achievement. The causal link between motivation and anxiety suggests, furthermore, that the motivated individual will feel less anxious about the French learning situation and therefore have more self-confidence in his/her capabilities."

Lamb, D. H. (1972). Speech anxiety: Towards a theoretical conceptualization and preliminary scale development. Speech Monographs, 39, 62-67.

This study represents an effort to place speech anxiety within a broader theory of anxiety. Guided by theoretical expectations based on Trait-State Anxiety Theory, a preliminary scale was developed to measure two distinct anxiety concepts: Speech A-Trait and Speech A-State. Physiological and behavioral measures of anxiety obtained in a speaking situation are considered to be A-State measures. Self-report indices may be measuring either Speech A-Trait or SAS depending on whether individuals are asked to report their feelings about a particular speech or respond according to how they generally feel about giving speeches. Preliminary scale development, normative data, reliability and validity data suggested that it is useful to delineate between the concepts of Speech A-Trait and Speech A-State. The availability of scales for assessing Speech A-Trait and Speech A-State should facilitate further research on this important speech communication concept.

(Editor's note: This is the Summary section.)

Lucas, J. (1984). Communication apprehension in the ESL classroom: Getting our students to talk. Foreign Language Annals, 17, 593-598.

Communication apprehension, or the fear of oral communication, can be a problem in every classroom. In foreign languages, especially English as a Second Language (ESL), it can be catastrophic. This article defines the problem of communication apprehension and its effects on teaching ESL. The second half of the paper focuses on the specific problem of Japanese ESL students and their communication apprehension. Finally, a number of classroom techniques designed to alleviate the fear of communication and to promote and practice communication are given and explained. Teachers of other foreign languages will see parallels between student anxiety, confidence, and cultural awareness in the ESL classroom and those found in their own classes. Many exercises for ESL students are also appropriate for other foreign language students.

MacIntyre, P. D. (1988). The effect of anxiety on foreign language learning and production. Unpublished Master's Thesis, The University of Western Ontario, London, Ontario.

This study examines the impact of anxiety on foreign language learning and production. To determine the dimensionality of anxiety experienced in foreign language environments, several individual scales of anxiety were collapsed, by means of a factor analysis, into two dimensions of anxiety. These dimensions seem to be indicative of a "General" anxiety and a "Communicative" anxiety (with emphasis on the use of the foreign language).

As an analog to the learning of French vocabulary in a classroom, 38 French-English noun pairs were presented, by means of a micro-computer, over five learning trials. Subjects were tested following each learning trial by a computer-administered multiple choice test. It was found that the individual anxiety scales that focused on foreign language anxiety were the best predictors of the number of words being learned. The only other scale to show significant correlations with learning was the State anxiety scale. The Communicative anxiety dimension influenced the number of items learned whereas the "General" anxiety dimension did not.

A test of French production was also conducted using six items that required the naming of elements of a category. Subjects answered three of the questions orally and three in writing. The relationships of both the individual anxiety scales and the two dimensions were comparable to those obtained with the learning task. "Communicative" anxiety had a deleterious effect on production, while "General" anxiety did not. Only French Class Anxiety and French Use Anxiety correlated with each of these tasks. These tests were administered under conditions of high and low pressure in which time limits on responses were manipulated.

As a final experimental task subjects were asked to recall the paired associates. The results of this task showed less of a correlation with foreign language anxiety and a stronger relationship with State anxiety. Again, the Communicative Anxiety factor was associated with lower recall scores. The effects of pressure condition emerged only on this task.

The results of this study are interpreted in light of the Tobias (1986) model, which focuses on learning from instruction and the impact of anxiety at various stages of cognitive processing. In addition, a model is proposed which attempts to resolve the debate over the direction of causality involving anxiety and performance. It asserts that certain stable forms of anxiety can produce performance deficits which can arouse further, more transient anxiety.

Pak, A. W-P., Dion, K. L., & Dion, K. K. (1985). Correlates of self-confidence with English among Chinese students in Toronto. Canadian Journal of Behavioural Science, 17, 369-378.

The relation between Chinese students' self-ratings of confidence with English, and indicators of assimilation and psychological adjustment, respectively, were examined. Factor analysis revealed that confidence with English was positively associated with linguistic assimilation into English-Canadian society and with several components of psychological adjustment (e.g., sense of personal control, self-esteem). Indicators of cultural assimilation (e.g., social distance toward anglophone groups) and involvement in the Chinese community were not, however, related to confidence with English. This pattern of findings suggests that for some ethnolinguistic minorities in Canada, self-rated confidence with the language of the majority group is not necessarily indicative of the loss of ethno-cultural identity by its members.

Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. Language Learning, 28, 129-142.

Although studies of the relationship between affective factors and language learning proficiency abound in the literature, the evidence to support such a relationship is difficult to interpret. Much of the problem resides in the fact that a wide range of variables are lumped together under the rubric "affect". An attempt is made to ameliorate this situation by defining affective variables in terms of traditional psychological theory and classifying them as a subset of those variables intrinsic to the learner. The conflicting evidence dealing with one important affective variable, anxiety, is then examined, and it is shown that ambiguous experimental results can be resolved if the distinction between facilitating and

debilitating anxiety is drawn. Further classificatory distinctions are discussed from the abundant experimentation undertaken by applied psychologists, and an attempt is made to consider the implications of some of this research for adult language learning -- for some of the new methodologies in EFL as well as for future research opportunities.

Steinberg, F. S., & Horwitz, E. K. (1986). The effect of induced anxiety on the denotative and interpretive content of second language speech. TESOL Quarterly, 20, 131-136.

* This study was concerned with the effects of induced anxiety on the use of interpretation in the oral description of TAT pictures by students of a second language. Ss were 20 Spanish speaking ESL students who were randomly assigned to either an Anxious or non-Anxious condition. The results indicated that Ss in the Anxious condition used less interpretation and more denotation in their TAT output. A manipulation check confirmed that the treatments produced the desired effects.

Swain, M., & Burnaby, B. (1976). Personality characteristics and second language learning in young children: A pilot study. Working Papers on Bilingualism, 11, 115-128.

This study explores (1) on the theoretical level, the relationship of certain personality characteristics to second language learning among young children and (2) on the practical level, if the bases parents use for deciding whether to enrol their child in a second language program are well-founded.

In their Kindergarten year, 63 French immersion pupils and 68 pupils in the English program with French as a second language were rated by their teachers on nine personality characteristics. These scores were correlated with the children's French language achievement scores in Kindergarten, grade one and grade two. The results indicate that two personality characteristics dominated the significant correlations for the French immersion group. The English program data showed a similar pattern but with fewer significant correlations. A t-test indicated that the immersion children were rated significantly higher than the other group on three personality characteristics. Only one of these, however, correlated highly with French achievement and another appeared to have some negative effects.

Tarampi, A. S., Lambert, W. E., & Tucker, G. R. (1968). Audience sensitivity and oral skill in a second language. Philippine Journal for Language Teaching, VI, 27-33.

In this preliminary study, it has been found that whether or not a student likes to recite in class is related to his level of anxiety as measured by the Audience Sensitivity Index. A student's oral skills are related to his oral reading ability in both a formal and an informal situation; but neither an individual's oral skills nor his oral reading ability appear to be related to his level of audience anxiety. It was suggested that perhaps Filipino child-rearing practices account for this lack of a significant relationship between oral skill and audience sensitivity.

(Editor's note: This is a concluding paragraph from the Discussion section.)

Trylong, V. L. (1987). Aptitude, attitudes, and anxiety: A study of their relationships to achievement in the foreign language classroom. Unpublished doctoral dissertation, Purdue University.

In recent years, much attention has been given to the impact of attitudes and anxiety on student achievement in the foreign language classroom, and teaching techniques and methodologies have even been developed for the purpose of alleviating anxiety in order to maximize learning. Although numerous studies have indicated that positive attitudes tend to facilitate language learning, there have been very few quantitative research studies on the role of anxiety in achievement.

The present study, then, gathered data on student aptitude, attitudes, and anxiety in order to investigate the relationships of these variables to achievement on written tests, oral quizzes, and semester grades as well as their interrelationships with one another.

Two hundred sixteen students in the first course in French at a midwestern, state university were included in this study. Test instruments measuring aptitude, positive attitudes, and anxiety in the language classroom were administered, and student scores on written exams and oral quizzes and overall course grades were reported by the departmental teaching assistants.

Correlational analyses of the data indicated that anxiety had a negative relationship to achievement while strong positive attitudes had a positive relationship to achievement. T-test comparisons of the mean scores of students demonstrating high versus low levels of anxiety indicated that those who were very anxious tended to get lower grades. A similar comparison of students demonstrating strong versus weak positive attitudes showed that those with strong positive attitudes were more successful in learning French. In addition, there was a negative relationship between anxiety and attitudes so that students who were very anxious tended to have lower scores on the attitudes measure. Finally, in multiple correlations, aptitude, attitudes, and anxiety accounted for more of the total variance in all areas of achievement than aptitude and attitudes without the anxiety variable.

Walker, C. L. (1985). Learning English: the Southeast Asian refugee experience. Topics in Language Disorders, 5, 53-65.

* This article discussed unique problems encountered in the resettlement of southeast Asian refugees in the U.S. since the 1970s and implications for English language acquisition. Cultural, linguistic and personality variables were considered. Factors that helped in the acquisition of English included prior bilingualism, education in the homeland, early exposure to English, youth, risk-taking, positive attitudes toward the L2, motivation to learn the L2, willingness to make mistakes, absence of shyness, self confidence and feelings of security. Time spent in the U.S., although significant, did not seem to be a major factor influencing proficiency in English. Implications for teaching and intervention were discussed.

Young, D. (1986). The relationship between anxiety and foreign language oral proficiency ratings. Foreign Language Annals, 19, 439-445.

The American Council on the Teaching of Foreign Languages (ACTFL) has developed an oral proficiency test, the Oral Proficiency Interview (OPI), which may become the official test of oral performance for prospective foreign language teachers in Texas. Professionals in foreign language

education are raising concerns about the effect of anxiety on Oral Proficiency Interview ratings. The purpose of this study was to provide an assessment of how anxiety may influence scores on the OPI.

An examination of the relationship between anxiety and oral performance must take foreign language ability into account. In this study, subjects' foreign language proficiency was assessed through a Self-Appraisal of Language Proficiency questionnaire and a dictation test. Subjects' anxiety was assessed on the basis of four independent anxiety measures: the State Anxiety Inventory, the Cognitive Interference Questionnaire, a Self-Report of Anxiety, and a Foreign Language Anxiety Scale of Reactions.

A total of sixty subjects took the OPI at the University of Texas at Austin, Southwest Texas State University, or the University of Texas at El Paso. These subjects were either majors in French, German, or Spanish or prospective French, German, or Spanish teachers at one of these three institutions. The Self-Appraisal of Speaking Proficiency and the State Anxiety Inventory were administered before the OPI, and the other anxiety instruments were given immediately after it.

Results showed significant negative correlations between anxiety and the OPI, but once the effects of ability were accounted for, the correlations were no longer significant. In other words, once the effect of an individual's language proficiency was accounted for, oral performance no longer decreased as anxiety increased.

An important qualification that must be noted is that subjects were aware that the OPI in this study represented an unofficial administration of the test. Therefore, this study does not provide data on anxiety levels for official test situations.

SECTION II

THE MEASUREMENT OF ANXIETY

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SECTION II
SCALES FOR THE ASSESSMENT OF ANXIETY

Alpert, R., & Haber, R. N. (1960). Anxiety in academic achievement situations. Journal of Abnormal and Social Psychology, 61, 207-215.

Facilitating Anxiety Scale

1. I work most effectively under pressure, as when the task is very important.
   Always - Never
2. While I may (or may not) be nervous before taking an exam, once I start, I seem to forget to be nervous.
   I always forget - I am always nervous during an exam
3. Nervousness while taking a test helps me do better.
   It never helps - It often helps
4. When I start a test, nothing is able to distract me.
   This is always true of me - This is not true of me
5. In courses in which the total grade is based mainly on one exam, I seem to do better than other people.
   Never - Almost always
6. I look forward to exams.
   Never - Always
7. Although "cramming" under pre-examination tension is not effective for most people, I find that if the need arises, I can learn material immediately before an exam, even under considerable pressure, and successfully retain it to use on the exam.
   I am always able to use the "crammed" material successfully - I am never able to use the "crammed" material successfully.
8. I enjoy taking a difficult exam more than an easy one.
   Always - Never
9. The more important the exam or test, the better I seem to do.
   This is true of me - This is not true of me

* * *

Debilitating Anxiety Scale

1. Nervousness while taking an exam or test hinders me from doing well.
   Always - Never
2. In a course where I have been doing poorly, my fear of a bad grade cuts down my efficiency.
   Never - Always
3. When I am poorly prepared for an exam or test, I get upset, and do less well than even my restricted knowledge should allow.
   This never happens to me - This practically always happens to me
4. The more important the examination, the less well I seem to do.
   Always - Never
5. During exams or tests, I block on questions to which I know the answers, even though I might remember them as soon as the exam is over.
   This always happens to me - I never block on questions to which I know the answers
6. I find that my mind goes blank at the beginning of an exam, and it takes me a few minutes before I can function.
   I almost always blank out at first - I never blank out at first

(cont'd)

7. I am so tired from worrying about an exam, that I find I almost don't care how well I do by the time I start the test.
   I never feel this way - I almost always feel this way
8. Time pressure on an exam causes me to do worse than the rest of the group under similar conditions.
   Time pressure always seems to make me do worse on an exam than others - Time pressure never seems to make me do worse on an exam than others
9. I find myself reading exam questions without understanding them, and I must go back over them so that they will make sense.
   Never - Almost always
10. When I don't do well on a difficult item at the beginning of an exam, it tends to upset me so that I block on even easy questions later on.
    This never happens to me - This almost always happens to me

* * * * * * * * *

Daly, J. A., & Miller, M. C. (1975). The empirical development of an instrument to measure writing apprehension. Research in the Teaching of English, 9, 242-249.

Directions: Below are a series of statements about writing. There are no right or wrong answers to these statements. Please indicate the degree to which each statement applies to you by circling whether you (1) strongly agree, (2) agree, (3) are uncertain, (4) disagree, or (5) strongly disagree with the statement. While some of these statements may seem repetitious, take your time and try to be as honest as possible. Thank you for your cooperation in this matter.

(+) 1. I avoid writing
(-) 2. I have no fear of my writing being evaluated
(-) 3. I look forward to writing down my ideas
(+) 4. I am afraid of writing essays when I know they will be evaluated
(+) 5. Taking a composition course is a very frightening experience
(-) 6. Handing in a composition makes me feel good
(+) 7. My mind seems to go blank when I start to work on a composition
(+) 8. Expressing ideas through writing seems to be a waste of time
(-) 9. I would enjoy submitting my writing to magazines for evaluation and publication
(-) 10. I like to write my ideas down
(-) 11. I feel confident in my ability to clearly express my ideas in writing
(-) 12. I like to have my friends read what I have written
(+) 13. I'm nervous about writing
(-) 14. People seem to enjoy what I write
(-) 15. I enjoy writing
(+) 16. I never seem to be able to clearly write down my ideas
(-) 17. Writing is a lot of fun
(+) 18. I expect to do poorly in composition classes even before I enter them
(-) 19. I like seeing my thoughts on paper
(-) 20. Discussing my writing with others is an enjoyable experience
(+) 21. I have a terrible time organizing my ideas in a composition course
(+) 22. When I hand in a composition I know I'm going to do poorly
(-) 23. It's easy for me to write good compositions
(+) 24. I don't think I write as well as most other people

(cont'd)

(+) 25. I don't like my compositions to be evaluated
(+) 26. I'm no good at writing

The formula for scoring the twenty-six item instrument is:

Writing Apprehension = 78 + Positive Scores - Negative Scores

If one desires to utilize this instrument outside of the classroom, items that specify class activity should be omitted. Items 4, 5, 6, 18, 21, and 22 would be omitted and the scoring formula would be:

Writing Apprehension = 48 + Positive Scores - Negative Scores

* * * * * * * * *

Ely, C. M. (1986). An analysis of discomfort, risktaking, sociability, and motivation in the L2 classroom. Language Learning, 36, 1-25.

Language Class Risktaking

(-) 1. I like to wait until I know exactly how to use a Spanish word before using it.
(-) 2. I don't like trying out a difficult sentence in class.
(-) 3. At this point, I don't like trying to express complicated ideas in Spanish in class.
(+) 4. I prefer to say what I want in Spanish without worrying about the small details of grammar.
(-) 5. In class, I prefer to say a sentence to myself before I speak it.
(-) 6. I prefer to follow basic sentence models rather than risk misusing the language.

* * *

Language Class Sociability

(+) 1. I'd like more class activities where the students use Spanish to get to know each other better.
(+) 2. I think learning Spanish in a group is more fun than if I had my own tutor.
(+) 3. I enjoy talking with the teacher and other students in Spanish.
(-) 4. I don't really enjoy interacting with the other students in the Spanish class.
(+) 5. I think it's important to have a strong group spirit in the language classroom.

* * *

Language Class Discomfort

(+) 1. I don't feel very relaxed when I speak Spanish in class.
(+) 2 .Based on my class experience so far, I think that one barrier to my future use of Spanish is my discomfort when speaking.
(+) 3. At times, I feel somewhat embarrassed in class when I'm trying to speak.
(-) 4. I think I'm less self-conscious about actively participating in Spanish class than most of the other students.
(+) 5. I sometimes feel awkward speaking Spanish.

* * *

Strength of Motivation

(-) 1. Outside of class, I almost never think about what I'm learning in class.
(+) 2. If possible, I would like to take a second year Spanish course.
(-) 3. Speaking realistically, I would say that I don't try very hard to learn Spanish.
(+) 4. I want to be able to use Spanish in a wide variety of situations.
(-) 5. I don't really have a great desire to learn a lot of Spanish.
(-) 6. Learning Spanish well is not really a high priority for me at this point.
(-) 7. I don't really feel that learning Spanish is valuable to me.

* * *

Attitude toward the Language Class

(-) 1. I find Spanish class to be very boring.
(+) 2. I would say that I'm usually very interested in what we do in Spanish class.
(-) 3. I don't really like the Spanish class.
(+) 4. In general, I enjoy the Spanish class.

* * *

Concern for Grade

(+) 1. It is very important to me to get a good grade in Spanish this quarter.

* * * * * * * * * *

Endler, N. S., & Okada, M. (1975). A multidimensional measure of trait anxiety: The S-R Inventory of General Trait Anxiousness. Journal of Consulting and Clinical Psychology, 43, 319-329.

The S-R Inventory of General Trait Anxiousness

Situation 1: "You are in situations involving interaction with other people."

(We are primarily interested in your reactions in General to those situations that involve interacting with other people. This includes situations that involve friends, family, acquaintances, strangers, etc.).

Mark on the answer sheet one of the five alternative degrees of reaction or attitude for each of the following 9 items.

Seek experiences like this	Very much	1	2	3	4	5	Not at all
Perspire	Not at all	1	2	3	4	5	Perspire much
Have an "uneasy feeling"	Not at all	1	2	3	4	5	Very much
Feel exhilarated and thrilled	Very much	1	2	3	4	5	Not at all
Get fluttering feeling in stomach	Not at all	1	2	3	4	5	Very much
Feel tense	Not at all	1	2	3	4	5	Very tense
Enjoy these situations	Very much	1	2	3	4	5	Not at all
Heart beats faster	Not at all	1	2	3	4	5	Much faster
Feel anxious	Not at all	1	2	3	4	5	Very anxious

Situation 2: "You are in situations where you are about to or may encounter physical danger."
Situation 3: "You are in a new or strange situation."
Situation 4: "You are involved in your daily routines."

(cont'd)

Situation 5: "You are in situations where you are being evaluated by other people."[1]

[1] from Flood, M., & Endler, N. S. (1980). The interaction model of anxiety: An empirical test in an athletic competition situation. Journal of Research in Personality, 14, 329-339.

* * * * * * * * *

Gardner, R. C. (1985). Social psychology and second language learning: The role of attitudes and motivation. London: Edward Arnold.

French Class Anxiety Scale

(+) 1. It embarrasses me to volunteer answers in our French class.
(+) 2. I never feel quite sure of myself when I am speaking in our French class.
(+) 3. I always feel that the other students speak French better than I do.
(+) 4. I get nervous and confused when I am speaking in my French class.
(+) 5. I am afraid the other students will laugh at me when I speak French.

agree 1--2--3--4--5--6 disagree

(Editor's note: For a revised version see MacIntyre (1988) below.)

* * * * * * * * *

Gliksman, L. (1981). Improving the prediction of behaviours associated with second language acquisition. Unpublished doctoral dissertation, The University of Western Ontario.

French Use Anxiety Scale
(R. C. Gardner)

(-) ____ I would feel comfortable speaking French in an informal gathering where both English and French speaking persons were present.
(+) ____ I would feel uncomfortable speaking French under any circumstances.
(-) ____ I would feel confident and relaxed if I had to ask street directions in French.
(+) ____ I am sure that I would get nervous if I had to speak French to a sales clerk.
(+) ____ When making a telephone call, I would get flustered if it were necessary to speak French.
(-) ____ I would feel calm and sure of myself if I had to order a meal in French in a French restaurant.
(-) ____ If I should ever meet a French speaking person, I would feel relaxed talking with him.
(+) ____ Speaking French with my boss would bother me.

agree 1--2--3--4--5--6 disagree

* * * * * * * * *

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. Modern Language Journal, 70, 125-132.

Foreign Language Classroom Anxiety Scale

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

(+) 1. I never feel quite sure of myself when I am speaking in my foreign language class.
(-) 2. I don't worry about making mistakes in language class.
(+) 3. I tremble when I know that I'm going to be called on in language class.
(+) 4. It frightens me when I don't understand what the teacher is saying in the foreign language.
(-) 5. It wouldn't bother me at all to take more foreign language classes.
(+) 6. During language class, I find myself thinking about things that have nothing to do with the course.
(+) 7. I keep thinking that the other students are better at languages than I am.
(-) 8. I am usually at ease during tests in my language class.
(+) 9. I start to panic when I have to speak without preparation in language class.
(+) 10. I worry about the consequences of failing my foreign language class.
(-) 11. I don't understand why some people get so upset over foreign language classes.
(+) 12. In language class, I can get so nervous I forget things I know.
(+) 13. It embarrasses me to volunteer answers in my language class.
(-) 14. I would not be nervous speaking the foreign language with native speakers.
(+) 15. I get upset when I don't understand what the teacher is correcting.
(+) 16. Even if I am well prepared for language class, I feel anxious about it.
(+) 17. I often feel like not going to my language class.
(-) 18. I feel confident when I speak in foreign language class.
(+) 19. I am afraid that my language teacher is ready to correct every mistake I make.
(+) 20. I can feel my heart pounding when I'm going to be called on in language class.
(+) 21. The more I study for a language test, the more confused I get.
(-) 22. I don't feel pressure to prepare very well for language class.
(+) 23. I always feel that the other students speak the foreign language better than I do.
(+) 24. I feel very self-conscious about speaking the foreign language in front of other students.
(+) 25. Language class moves so quickly I worry about getting left behind.
(+) 26. I feel more tense and nervous in my language class than in my other classes.
(+) 27. I get nervous and confused when I am speaking in my language class.
(-) 28. When I'm on my way to language class, I feel very sure and relaxed.
(+) 29. I get nervous when I don't understand every word the language teacher says.
(+) 30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

(cont'd)

(+) 31. I am afraid that the other students will laugh at me when I speak the foreign language.
(-) 32. I would probably feel comfortable around native speakers of the foreign language.
(+) 33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

* * * * * * * * *

Lamb, D. H. (1972). Speech anxiety: Towards a theoretical conceptualization and preliminary scale development. Speech Monographs, 39, 62-67.

Sample Items from the Speech Anxiety Inventory

Speech A/Trait Scale	Almost Never	Some-times	Often	Almost Always
I look forward to an opportunity to speak in public	1	2	3	4
Fear of forgetting my speech causes me to jumble my words	1	2	3	4
I am so frightened at times that I loose my train of thought	1	2	3	4
My ideas and words flow smoothly while speaking	1	2	3	4

* * *

Speech A/State Scale	Not At All	Some-what	Modera-tely So	Very Much So
While speaking, I was worried about what others thought of me	1	2	3	4
While speaking, I was afraid of making an embarrassing or silly slip of the tongue	1	2	3	4
While I was speaking, I felt poised	1	2	3	4
I felt self confident while I was speaking	1	2	3	4

* * * * * * * * *

MacIntyre, P. D. (1988). The effects of anxiety on foreign language learning and production. Unpublished Master's thesis, The University of Western Ontario.

French Classroom Anxiety Scale - Revised
(R. C. Gardner)

(-) ____ When I was taking it, I didn't usually get anxious when I had to respond to a question in French class.
(+) ____ I was always afraid that the other students would laugh at me if I spoke up in French class.
(+) ____ I always felt that the other students were more at ease than I was in French Class.
(-) ____ When I took it, I was never embarrassed to volunteer answers in French class.
(+) ____ I was generally tense whenever participating in French class.
(-) ____ I never understood why other students were so nervous in French class.

(cont'd)

(-) ____ I usually felt relaxed and confident when active participation took place in French class.

(+) ____ Whenever I had to answer a question, out loud, I would get nervous and confused in French class.

(Editor's note: This scale may be adapted for use with other classroom courses such as Mathematics or English. MacIntyre (1988) used the following format:

I was generally tense whenever participating in...

French Class agree 1 -- 2 -- 3 -- 4 -- 5 -- 6 disagree
Math Class agree 1 -- 2 -- 3 -- 4 -- 5 -- 6 disagree
English Class agree 1 -- 2 -- 3 -- 4 -- 5 -- 6 disagree)

* * * * * * * * * *

McCroskey, J. C. (1970). Measures of communication-bound anxiety. Speech Monographs, 37, 269-277.

Personal Report of Communication Apprehension (PRCA) - College

This instrument is composed of 20 statements concerning feelings about communicating with other people.

Indicate the degree to which the statements apply to you by marking whether you (1) strongly agree, (2) agree, (3) are undecided, (4) disagree, or (5) strongly disagree with each statement. Work quickly, just record your first impression.

1. While participating in a conversation with a new acquaintance I feel very nervous.
2. I have no fear of facing an audience.
3. I look forward to expressing my opinion at meetings.
4. I look forward to an opportunity to speak in public.
5. I find the prospect of speaking mildly pleasant.
6. When communicating, my posture feels strained and unnatural.
7. I am tense and nervous while participating in group discussions.
8. Although I talk fluently with friends I am at a loss for words on the platform.
9. My hands tremble when I try to handle objects on the platform.
10. I always avoid speaking in public if possible.
11. I feel that I am more fluent when talking to people than most other people are.
12. I am fearful and tense all the while I am speaking before a group of people.
13. My thoughts become confused and jumbled when I speak before an audience.
14. Although I am nervous just before getting up, I soon forget my fears and enjoy the experience.
15. Conversing with people who hold positions of authority causes me to be fearful and tense.
16. I dislike to use my body and voice expressively.
17. I feel relaxed and comfortable while speaking.
18. I feel self-conscious when I am called upon to answer a question or give an opinion in class.
19. I face the prospect of making a speech with complete confidence.
20. I would enjoy presenting a speech on a local television show.

* * *

PRCA-Ten (Grade 10 Students)

This instrument is composed of 20 statements regarding feelings about communicating with other people.

Indicate the degree to which the statements apply to you by marking whether you (1) strongly agree, (2) agree, (3) are undecided, (4) disagree, or (5) strongly disagree with each statement. Work quickly, just record your first impression.

1. While participating in a conversation with a new acquaintance I feel very nervous.
2. I seek out the opportunity to converse with other people.
3. When I talk with a member of the opposite sex who is near my own age, I feel quite nervous.
4. I have no fear of facing an audience.
5. I look forward to expressing my opinion at meetings.
6. I look forward to an opportunity to speak in public.
7. I enjoy meeting and talking with new people.
8. I am tense and nervous while participating in group discussions.
9. Although I talk fluently with friends I am at a loss for words on the platform.
10. My hands tremble when I try to handle objects on the platform.
11. I prefer not to talk with people unless I know them well.
12. I always avoid speaking in public if possible.
13. I feel that I am more fluent when talking to people than most other people are.
14. I am fearful and tense all the while I am speaking before a group of people.
15. My thoughts become confused and jumbled when I speak before an audience.
16. Although I am nervous just before getting up, I soon forget my fears and enjoy the experience.
17. Conversing with people who hold positions of authority causes me to be fearful and tense.
18. I feel relaxed and comfortable while speaking.
19. I face the prospect of making a speech with complete confidence.
20. I would enjoy presenting a speech on a local television show.

* * *

PRCA - Seven (Grade 7 Students)

This instrument is composed of 20 statements concerning feelings about communicating with other people.

Indicate the degree to which the statements apply to you by marking whether you (1) strongly agree, (2) agree, (3) are undecided, (4) disagree, or (5) strongly disagree with each statement. Work quickly, just record your first impression.

1. While participating in a conversation with a new acquaintance I feel very nervous.
2. Talking with people is one of my favourite pastimes.
3. I have no fear of facing an audience.
4. I look forward to expressing my opinion at meetings.
5. I look forward to an opportunity to speak in public.
6. I find the prospect of speaking mildly pleasant.

(cont'd)

7. When communicating, my posture feels strained and unnatural.
8. I enjoy meeting and talking with new people.
9. I am tense and nervous while participating in group discussions.
10. Although I talk fluently with friends I am at a loss for words on the platform.
11. My hands tremble when I try to handle objects on the platform.
12. I prefer not to talk with people unless I know them well.
13. I always avoid speaking in public if possible.
14. I am fearful and tense all the while I am speaking before a group of people.
15. My thoughts become confused and jumbled when I speak before an audience.
16. Conversing with people who hold positions of authority causes me to be fearful and tense.
17. I feel relaxed and comfortable while speaking.
18. I enjoy preparing a talk.
19. I face the prospect of making a speech with complete confidence.
20. I would enjoy presenting a speech on a local television show.

* * *

PRPSA

This instrument is composed of 34 statements concerning feelings about communicating with other people.

Indicate the degree to which the statements apply to you by marking whether you (1) strongly agree, (2) agree, (3) are undecided, (4) disagree, or (5) strongly disagree with each statement. Work quickly, just record your first impression.

1. While preparing for giving a speech I feel tense and nervous.
2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
3. My thoughts become confused and jumbled when I am giving a speech.
4. Right after giving a speech I feel that I have had a pleasant experience.
5. I get anxious when I think about a speech coming up.
6. I have no fear of giving a speech.
7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
8. I look forward to giving a speech.
9. When the instructor announces a speaking assignment in class I can feel myself getting tense.
10. My hands tremble when I am giving a speech.
11. I feel relaxed while giving a speech.
12. I enjoy preparing for a speech.
13. I am in constant fear of forgetting what I prepared to say.
14. I get anxious if someone asks me something about my topic that I do not know.
15. I face the prospect of giving a speech with confidence.
16. I feel that I am in complete possession of myself while giving a speech.
17. My mind is clear when giving a speech.
18. I do not dread giving a speech.
19. I perspire just before starting a speech.
20. My heart beats very fast just as I start a speech.
21. I experience considerable anxiety while sitting in the room just before my speech starts.

(cont'd)

22. Certain parts of my body feel very tense and rigid while giving a speech.
23. Realizing that only a little time remains in a speech makes me very tense and anxious.
24. While giving a speech I know I can control my feelings of tension and stress.
25. I breathe faster just before starting a speech.
26. I feel comfortable and relaxed in the hour or so just before giving a speech.
27. I do poorer on speeches because I am anxious.
28. I feel anxious when the teacher announces the date of a speaking assignment.
29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
30. During an important speech I experience a feeling of helplessness building up inside me.
31. I have trouble falling asleep the night before a speech.
32. My heart beats very fast while I present a speech.
33. I feel anxious while waiting to give my speech.
34. While giving a speech I get so nervous I forget facts I really know.

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McCroskey, J. C. (1978). Validity of the PRCA as an index of oral communication apprehension. Communication Monographs, 45, 192-203.

PRCA - Long Form

Directions: This instrument is composed of 25 statements concerning your communication with other people. Please indicate the degree to which each statement applies to you by marking whether you (1) Strongly Agree, (2) Agree, (3) Are Undecided, (4) Disagree, or (5) Strongly Disagree with each statement. There are no right or wrong answers. Work quickly, just record your first impression.

1. While participating in a conversation with a new acquaintance I feel very nervous.
2. I have no fear of facing an audience.
3. I talk less because I'm shy.
4. I look forward to expressing my opinions at meetings.
5. I am afraid to express myself in a group.
6. I look forward to an opportunity to speak in public.
7. I find the prospect of speaking mildly pleasant.
8. When communicating, my posture feels strained and unnatural.
9. I am tense and nervous while participating in a group discussion.
10. Although I talk fluently with friends, I am at a loss for words on the platform.
11. I have no fear about expressing myself in a group.
12. My hands tremble when I try to handle objects on the platform.
13. I always avoid speaking in public if possible.
14. I feel that I am more fluent when talking to people than most other people are.
15. I am fearful and tense all the while I am speaking before a group of people.
16. My thoughts become confused and jumbled when I speak before an audience.

(cont'd)

17. I like to get involved in group discussions.
18. Although I am nervous just before getting up, I soon forget my fears and enjoy the experience.
19. Conversing with people who hold positions of authority causes me to be fearful and tense.
20. I dislike to use my body and voice expressively.
21. I feel relaxed and comfortable while speaking.
22. I feel self-conscious when I am called upon to answer a question or give an opinion in class.
23. I face the prospect of making a speech with complete confidence.
24. I'm afraid to speak up in conversations.
25. I would enjoy presenting a speech on a local television show.

To compute the PRCA score, follow these 3 steps:

1. Add the scores for items 1, 3, 5, 8, 9, 10, 12, 13, 15, 16, 19, 20, 22, and 24.
2. Add the scores for items 2, 4, 6, 7, 11, 14, 17, 18, 21, 23, and 25.
3. Complete the following formula:
   PRCA = 84 - (total from step 1) + (total from step 2).

* * *

PRCA - Short Form

Directions: This instrument is composed of 10 statements concerning your communication with other people. Please indicate the degree to which each statement applies to you by marking whether you (1) Strongly Agree, (2) Agree, (3) Are Undecided, (4) Disagree, or (5) Strongly Disagree with each statement. There are no right or wrong answers. Work quickly, just record your first impression.

1. I look forward to expressing myself at meetings.
2. I am afraid to express myself in a group.
3. I look forward to an opportunity to speak in public.
4. Although I talk fluently with friends, I am at a loss for words on the platform.
5. I always avoid speaking in public if possible.
6. I feel that I am more fluent when talking to people than most other people are.
7. I like to get involved in group discussion.
8. I dislike to use my body and voice expressively.
9. I'm afraid to speak up in conversations.
10. I would enjoy presenting a speech on a local television show.

To compute the PRCA score, follow these 3 steps:

1. Add the scores for items 2, 4, 5, 8, 9.
2. Add the scores for items 1, 3, 6, 7, 10.
3. Complete the following formula:
   PRCA = 36 - (total from step 1) + (total from step 2).

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Sarason, I. G., & Ganzer, V. J. (1962). Anxiety, reinforcement, and experimental instructions in a free verbalization situation. Journal of Abnormal and Social Psychology, 65, 300-307.

Test Anxiety Scale

(T) 1. While taking an important examination, I perspire a great deal.
(T) 2. I get to feel very panicky when I have to take a surprise exam.
(T) 3. During tests, I find myself thinking of the consequences of failing.
(T) 4. After important tests I am frequently so tense that my stomach gets upset.
(T) 5. While taking an important exam I find myself thinking of how much brighter the other students are than I am.
(T) 6. I freeze up on things like intelligence tests and final exams.
(T) 7. If I were to take an intelligence test I would worry a great deal before taking it.
(T) 8. During course examinations, I find myself thinking of things unrelated to the actual course material.
(T) 9. During a course examination, I frequently get so nervous that I forget facts I really know.
(F) 10. If I knew I was going to take an intelligence test, I would feel confident and relaxed beforehand.
(T) 11. I usually get depressed after taking a test.
(T) 12. I have an uneasy, upset feeling before taking a final examination.
(F) 13. When taking a test, my emotional feelings do not interfere with my performance.
(T) 14. Getting a good grade on one test doesn't seem to increase my confidence on the second.
(T) 15. After taking a test I always feel I could have done better than I actually did.
(T) 16. I sometimes feel my heart beating very fast during important tests.

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Suinn, R. M. (1969). The STABS, a measure of test anxiety for behavior therapy: Normative data. Behaviour Research and Therapy, 7, 335-339.

Suinn Test Anxiety Behavior Scale.

The items in the questionnaire refer to experiences that may cause fear or apprehension. For each item, place a check (√) in the box under the column that best describes how much you are frightened by it nowadays. Work quickly but be sure to consider each item individually.

	Not at all	A little	A fair amount	Much	Very Much
1. Going into a regularly scheduled class period in which the professor asks the students to participate.					
2. Re-reading the answers I gave on the test before turning it in.					
3. Sitting down to study before a regularly scheduled class.					
4. Turning my completed test paper in.					
5. Hearing the announcement of a coming test.					
6. Having a test returned.					
7. Reading the first question on a final exam.					
8. Studying for a class in which I am scared of the professor.					

(cont'd)

9. Being in class waiting for my corrected test to be returned.
10. Seeing a test question and not being sure of the answer.
11. Studying for a test the night before.
12. Waiting to enter the room where a test is to be given.
13. Waiting for a test to be handed out.
14. Being called on to answer a question in class by a professor who scares me.
15. Waiting for the day my corrected test will be returned.
16. Discussing with the instructor an answer I believed to be right but which was marked wrong.
17. Seeing my standing on the exam relative to other people's standing.
18. Waiting to see my letter grade on the test.
19. Studying for a quiz.
20. Studying for a midterm.
21. Studying for a final.
22. Discussing my approaching test with friends a few weeks before the test is due.
23. After the test, listening to the answers which my friends selected.
24. Looking at the clock to see how much time remains during an exam.
25. Seeing the number of questions that need to be answered in the test.
26. On an essay exam, seeing a question I cannot answer.
27. On a multiple choice test, seeing a question I cannot answer.
28. Being asked by someone if I am ready for a forthcoming exam.
29. Being the first one to finish an exam and turn it in.
30. Being asked by a friend concerning my standing in a class.
31. Being asked by a friend concerning results of a test on which I did poorly.
32. Discovering I need an A or B on the next exam in order to pass the course.
33. Discovering I need an A or B on the final exam to maintain the grade point average necessary to remain in school.
34. Thinking about "warning slips" from the Dean's office.
35. Reading a "warning slip" from the Dean's office.
36. Remembering my past reactions while preparing for another test.
37. Seeking out the teaching assistant or instructor for advice or help.
38. Being told to see the instructor concerning some aspect of my class work.
39. Asking for a make-up exam after missing the scheduled exam.
40. Discussing the course content with the fellow students just before entering the classroom the day of the exam.
41. Being the last one to finish an exam and turn it in.
42. Reviewing study materials the night before an exam.
43. On the first day of the course, hearing the instructor announce the dates of the midterm and final examination.
44. Having the instructor ask a question of the class which deals with the course material, and then look in my direction.
45. Making an appointment to see the instructor regarding some course problem.
46. Thinking about a coming exam 3 weeks before its scheduled date.
47. Thinking about a coming exam 1 week before its scheduled date.
48. Thinking about a coming exam the weekend before its scheduled date.
49. Thinking about a coming exam the night before its scheduled date.
50. Thinking about a coming exam the hour before its scheduled time.

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Taylor, J. A. (1953). A personality scale of manifest anxiety. The Journal of Abnormal and Social Psychology, 48, 285-290.

Items included on the Manifest Anxiety Scale and responses scored as "Anxious" items are numbered as they appear in the complete biographical inventory.

(F) 4. I do not tire quickly.
(T) 5. I am often sick to my stomach.
(F) 7. I am about as nervous as other people.
(F) 11. I have very few headaches.
(T) 13. I work under a great deal of strain.
(T) 14. I cannot keep my mind on one thing.
(T) 16. I worry over money and business.
(T) 18. I frequently notice my hand shakes when I try to do something.
(F) 24. I blush as often as others.
(T) 25. I have diarrhea ("the runs") once a month or more.
(T) 26. I worry quite a bit over possible troubles.
(F) 27. I practically never blush.
(T) 33. I am often afraid that I am going to blush.
(T) 35. I have nightmares every few nights.
(F) 36. My hands and feet are usually warm enough.
(T) 37. I sweat very easily even on cool days.
(T) 38. When embarrassed I often break out in a sweat which is very annoying.
(F) 41. I do not often notice my heart pounding and I am seldom short of breath.
(T) 43. I feel hungry almost all the time.
(T) 44. Often my bowels don't move for several days at a time.
(T) 48. I have a great deal of stomach trouble.
(T) 51. At times I lose sleep over worry.
(T) 54. My sleep is restless and disturbed.
(T) 56. I often dream about things I don't like to tell other people.
(T) 66. I am easily embarrassed.
(T) 67. My feelings are hurt easier than most people.
(T) 77. I often find myself worrying about something.
(T) 82. I wish I could be as happy as others.
(F) 83. I am usually calm and not easily upset.
(T) 86. I cry easily.
(T) 87. I feel anxious about something or someone almost all of the time.
(F) 94. I am happy most of the time.
(T) 99. It makes me nervous to have to wait.
(T) 100. At times I am so restless than I cannot sit in a chair for very long.
(T) 103. Sometimes I become so excited that I find it hard to get to sleep.
(T) 107. I have often felt that I faced so many difficulties I could not overcome them.
(T) 112. At times I have been worried beyond reason about something that really did not matter.
(F) 117. I do not have as many fears as my friends.
(T) 123. I have been afraid of things or people that I know could not hurt me.
(T) 136. I certainly feel useless at times.
(T) 138. I find it hard to keep my mind on a task or job.

(cont'd)

(T) 145. I am more self-conscious than most people.
(T) 152. I am the kind of person who takes things hard.
(T) 153. I am a very nervous person.
(T) 163. Life is often a strain for me.
(T) 164. At times I think I am no good at all.
(T) 168. I am not at all confident of myself.
(T) 183. At times I feel that I am going to crack up.
(T) 187. I don't like to face a difficulty or make an important decision.
(F) 190. I am very confident of myself.

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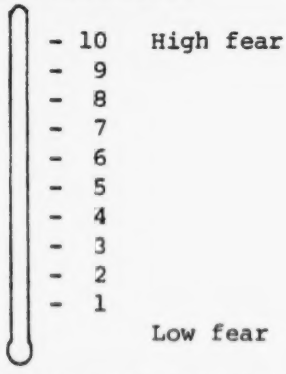
Walk, R. D. (1956). Self ratings of fear in a fear-invoking situation. Journal of Abnormal and Social Psychology, 52, 171-178.

The Fear Thermometer



We expect that you will be afraid (in this situation). Place a mark across the sketch to indicate how much fear you feel.

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Watson, D., & Friend, R. (1969). Measurement of social-evaluative anxiety. Journal of Consulting and Clinical Psychology, 33, 448-457.

Social Avoidance and Distress Scale

(F) 1. I feel relaxed even in unfamiliar social situations.
(T) 2. I try to avoid situations which force me to be very sociable.
(F) 3. It is easy for me to relax when I am with strangers.
(F) 4. I have no particular desire to avoid people.
(T) 5. I often find social occasions upsetting.
(F) 6. I usually feel calm and comfortable at social occasions.
(F) 7. I am usually at ease when talking to someone of the opposite sex.
(T) 8. I try to avoid talking to people unless I know them well.
(F) 9. If the chance comes to meet new people, I often take it.
(T) 10. I often feel nervous or tense in casual get-togethers in which both sexes are present.
(T) 11. I am usually nervous with people unless I know them well.
(F) 12. I usually feel relaxed when I am with a group of people.
(T) 13. I often want to get away from people.

(cont'd)

(T) 14. I usually feel uncomfortable when I am in a group of people I don't know.
(F) 15. I usually feel relaxed when I meet someone for the first time.
(T) 16. Being introduced to people makes me tense and nervous.
(F) 17. Even though a room is full of strangers, I may enter it anyway.
(T) 18. I would avoid walking up and joining a large group of people.
(T) 19. When my superiors want to talk with me, I talk willingly.
(T) 20. I often feel on edge when I am with a group of people.
(T) 21. I tend to withdraw from people.
(F) 22. I don't mind talking to people at parties or social gatherings.
(T) 23. I am seldom at ease in a large group of people.
(T) 24. I often think up excuses in order to avoid social engagements.
(F) 25. I sometimes take the responsibility for introducing people to each other.
(T) 26. I try to avoid formal social occasions.
(F) 27. I usually go to whatever social engagements I have.
(F) 28. I find it easy to relax with other people.

* * *

Fear of Negative Evaluation

(F) 1. I rarely worry about seeming foolish to others.
(T) 2. I worry about what people will think of me even when I know it doesn't make any difference.
(T) 3. I become tense and jittery if I know someone is sizing me up.
(F) 4. I am unconcerned even if I know people are forming an unfavorable impression of me.
(T) 5. I feel very upset when I commit some social error.
(F) 6. The opinions that important people have of me cause me little concern.
(T) 7. I am often afraid that I may look ridiculous or make a fool of myself.
(F) 8. I react very little when other people disapprove of me.
(T) 9. I am frequently afraid of other people noticing my shortcomings.
(F) 10. The disapproval of others would have little effect on me.
(T) 11. If someone is evaluating me I tend to expect the worst.
(F) 12. I rarely worry about what kind of impression I am making on someone.
(T) 13. I am afraid that others will not approve of me.
(T) 14. I am afraid that people will find fault with me.
(F) 15. Other people's opinions of me do not bother me.
(F) 16. I am not necessarily upset if I do not please someone.
(T) 17. When I am talking to someone, I worry about what they may be thinking about me.
(F) 18. I feel that you can't help making social errors sometimes, so why worry about it.
(T) 19. I am usually worried about what kind of impression I make.
(T) 20. I worry a lot about what my superiors think of me.
(F) 21. If I know someone is judging me, it has little effect on me.
(T) 22. I worry that others will think I am not worthwhile.
(F) 23. I worry very little about what others may think of me.
(T) 24. Sometimes I think I am too concerned with what other people think of me.
(T) 25. I often worry that I will say or do the wrong things.
(F) 26. I am often indifferent to the opinions others have of me.

(cont'd)

(F) 27. I am usually confident that others will have a favorable impression of me.
(T) 28. I often worry that people who are important to me won't think very much of me.
(T) 29. I brood about the opinions my friends have about me.
(T) 30. I become tense and jittery if I know I am being judged by my superiors.

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Zuckerman, M. (1960). The development of an affect adjective check list for the measurement of anxiety. Journal of Consulting Psychology, 24, 457-462.

Anxiety-plus words are scored 1 if checked, and anxiety-minus words are scored 1 if not checked. The possible range of scores is 0 to 21.

Anxiety-plus	Anxiety-Minus
afraid	calm
desperate	cheerful
fearful	contented
frightened	happy
nervous	joyful
panicky	loving
shaky	pleasant
tense	secure
terrified	steady
upset	thoughtful
worrying	

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SECTION III
MANUALS/ARTICLES ON MEASURING ANXIETY

Barton, K. (1986). Measuring emotional states and temporary role adaptations. In R. B. Cattell & R. B. Johnson (Eds.). Functional psychological testing: Principles and instruments. New York: Brunner/Mazel.

Bendig, A. W. (1956). The development of a short form of the Manifest Anxiety Scale. Journal of Consulting Psychology, 20, 384.

It was concluded that the 20-item Pittsburgh revision of the MAS (a) has eliminated from the standard MAS items of low internal consistency and validity; (b) provides scores that are about as reliable as the 50-item MAS and are highly related to scores on the standard form; and (c) is more parsimonious of testing time and probably more valid than the longer MAS.

Borkovec, T. D., Weerts, T. C., & Bernstein, D. A. (1977). Assessment of anxiety. In A. R. Ciminero, K. S. Calhoun, & H. E. Adams (Eds.), Handbook of behavioral assessment. New York: Wiley.

Cattell, R. B., & Scheier, I. H. (1963). Handbook for the IPAT Anxiety Scale (2nd Ed.). Champaign, Ill.: Institute for Personality and Ability Testing.

Daly, J. A. (1978). The assessment of social-communicative anxiety via self-reports: A comparison of measures. Communication Monographs, 45, 204-218.

A necessary assumption for the derivation of general summative propositions about any personality dimension is that measures assessing the characteristic are equivalent. In communication, research on social-communicative anxiety has reflected this assumption. The present research assessed the accuracy of the assumption in terms of self-report measures of social-communicative anxiety. Fourteen instruments, representative of three conceptual groups (performance, communicative and social anxiety) were completed by a group of undergraduates. Three major tests of empirical equivalence were completed (correlations, factor analysis, classification analysis). Results indicated that virtually every measure was significantly and strongly associated with most other measures and most reflected the same general construct. The classification analysis revealed only moderate agreement among measures. A replication was completed which supported the conclusion of the primary study. In addition, the different measures were compared in terms of internal consistency and social desirability.

Endler, N. S., Edwards, J. M., Vitelli, R., & Parker, J. D. A. (1988). Assessment of state and trait anxiety: Endler Multidimensional Anxiety Scales. Department of Psychology Report #168, York University, Toronto.

The Endler Multidimensional Anxiety Scales (EMAS) are self report measures of multidimensional trait anxiety, state anxiety and perception of situations. The scales have been administered to samples of normal adolescents, university students and adults, to clinical patients, and to military personnel. Normative data and reliabilities of the EMAS are

reported. Concurrent and construct validity studies ar discussed. In general, the data support the conclusion that the EMAS are reliable and valid measures of multidimensional trait and state anxiety. Theoretical and practical uses of the scales are discussed, including their relationship to the interaction model of personality and their uses in clinical and other applied settings.

Heineman, C. E. (1953). A forced choice form of the Taylor Anxiety Scale. Journal of Consulting Psychology, 17, 445-454.

* The Taylor Manifest Anxiety Scale (MAS) is used as the basis for the development of a forced choice anxiety scale. Triads consisting of an original MAS item, an item not on the MAS but which correlated above .41 with the MAS total score, and a third non-anxiety item which differed from the first two in social favorability. Two scoring methods are evaluated. It was concluded that the forced choice format was successful in reducing the effects of social favorability on MAS scores.

McCroskey, J. C. (1982). An introduction to rhetorical communication (4th ed.). Englewood Cliffs, N.J.: Prentice-Hall.

* This book contains an updated version of the PRCA-24 scale.

McReynolds, P. (1968). The assessment of anxiety: A survey of available techniques. In P. McReynolds (Ed.), Advances in psychological assessment (Vol. 1). Palo Alto, Calif.: Science and Behavior Books.

Sarason, I. G. (1980). Test anxiety. Hillsdale, N.J.: Lawrence Erlbaum.

* This book contains both a 37 item Test Anxiety Scale and a Cognitive Interference Questionnaire.

Sarason, I. G. (1984). Stress, anxiety, and cognitive interference: Reactions to tests. Journal of Personality and Social Psychology, 46, 929-938.

The nature of test anxiety and its relationships to performance and cognitive interference are analyzed from the standpoint of attentional processes. A new instrument to assess dimensions of reactions to tests is presented, and its psychometric properties are described. The scales of the Reactions to Tests questionnaire (Worry, Tension, Test-Irrelevant Thinking, Bodily Symptoms) were compared with regard to intellective performance and cognitive interference. The results were consistent with the idea that the problem of anxiety is, to a significant extent, a problem of intrusive thoughts that interfere with task-focused thinking. In the last of the three studies reported, it was shown that self-preoccupying intrusive thinking can be reduced by means of a task-focusing experimental condition. The studies suggest that the Reactions to Tests questionnaire may be useful in defining anxiety more sharply and improving understanding of how it relates to performance.

Spielberger, C. D. (1980). Test anxiety inventory. Palo Alto, Calif.: Consulting Psychologists Press.

Spielberger, C. D. (1983). Manual for the State-Trait Anxiety Inventory (Form Y). Palo Alto, California: Consulting Psychologists Press.

Zimbardo, P. G. (1977). Shyness: What it is and what to do about it. Reading, Mass.: Addison-Wesley.

* This book contains a shyness questionnaire.

Zuckerman, M. (1977). Development of a situation-specific trait-state test for the prediction and measurement of affective responses. Journal of Consulting and Clinical Psychology, 45, 513-523.

This article describes the development of a situation-specific trait-state test for affective responses. Form I contains 20 situations to which subjects described their responses on 16 scales for each situation. Factor analyses were done on traits (responses summed over situations) and states. States were obtained on another form containing responses with instructions to describe feelings "now". Factor scales for responses were derived from these analyses, and classes of situations were obtained by factor analysis and cluster analysis of the situations. Study 2 assessed the reliability of these scales, sex differences, and the trait-state relationships. The reliability characteristics fit the model derived from prior studies. Sex differences were found in trait tests but not in state tests. Five validity studies are described, and the convergent and discriminant validities are examined.

Zung, W. W. K., & Cavenar, J. O. (1980). Assessment scales and techniques. In I. L. Kutash, L. B. Schlesinger & Associates (Eds.), Handbook on Stress and Anxiety. San Francisco: Jossey-Bass.